DOCUMENT RESUME

ED 097 633 32 CS 001 370

TITLE	Title I ESEA Application FY 74-75 of the Lorain [Ohio] City Schools Report.
INSTITUTION	Lorain City Schools, Ohio.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	74
NOTE	45p.
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	Educational Finance; *Financial Support; Reading; *Reading Improvement; *Reading Instruction; *Reading Programs; Reading Skills; School Funds
IDENTIFIERS	Elementary Secondary Education Act Title I; ESEA Title I

ABSTRACT

This application, under Title I of the Elementary and Secondary Education Act covers the following areas: "Needs Assessment," which looks at how priority needs were determined, the use of standardized tests data, and the priority needs of educationally disadvantaged children; "Project Planning," which discusses eligible attendance areas, planning effect involving other agencies and other federal programs, and children from nonpublic schools; "District Wide Parent Advisory Council," which discusses the composition and activities of the council; "Parent Participation," which looks at solicitation of parent support and dissemination of information to parents; "Objectives," which presents student objectives for sequence recognition, letter identification, oral and written vocabulary development, auditory and visual discrimination, word analysis, comprehension skills, interest and appreciation for printed materials, and attitudes and behaviors; "Procedures," which discusses testing, staffing, inservice training, and materials; "Evaluation," which looks at data collection; "Dissemination of Project Findings," which presents how information will be disseminated; and "Appendix," which includes a list of measuring instruments and results. (WR)

ED 097633

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TITLE I ESEA APPLICATION FY 74-75

Lorain City Schools

Lorain, Ohio

OS 001 370

BEST COPY AVAILABLE

TABLE OF CONTENTS

PAGE

Needs Assessment..... 1

Project Planning..... 2

District Wide Parent Advisory Council..... 5

Parent Participation..... 7

Objectives..... 8

Procedures.....11

Evaluation.....21

Dissemination of Project Findings.....27

Appendix.....29

I. Needs Assessment

A. How priority needs were determined.

1. A series of meetings and conferences was held with Title I staff, target area school principals and teachers, Parent Advisory groups, and Parent-Teacher groups. Principals of involved parochial schools and the Diocesan Elementary Supervisor were also consulted. Each group was asked to convey opinions of the most pressing needs of the educationally disadvantaged children. As might be expected the needs were many, all of them serious but without a single exception the highest priority needs were felt to be in the field of communication skills.

The Parents' Advisory Council having held a number of meetings, one in each target area school, in order to observe the current program in action came to the same conclusion. They expressed satisfaction with the existing program but asked if it were possible to expand the program vertically and horizontally so that more children could be reached.

2. Standardized test data or other evaluative data.

All children entering first grade in Lorain City schools are administered the Metropolitan Readiness Tests. In addition Delco Readiness Tests, Pre-Reading Inventories, rating scales such as the Dailey Language Facility Tests. Peabody Picture Vocabulary Tests and the Maturity Level Scale for School Entrance are all available for use and all these in various combinations helped to determine priority needs in the first grade.

For succeeding grades the results of the Iowa Tests of Basic Skills administered to all children in grades three, four and six were used. Inspection of test results from the preceeding year's Title I classes helped assess needs. These were Metropolitan Achievement Batteries, Primary Reading Profiles, Pre-Reading Inventories, Slosson Oral Reading Tests and Gates McGinitie Reading Tests. Various teacher made rating scales were also con-

sidered. Results as shown in the tables in the index and furnish additional evidence of need for assistance in the Language Arts.

B. Priority needs of educationally disadvantaged children in order of greatest importance.

1. They need concentrated instruction in the techniques and skills necessary for the improvement of written and oral language.

2. They need many kinds of experiences and activities to help develop a background of the kinds of concepts and vocabulary that are necessary for success in verbal and written language.

3. They need a program and/or curriculum more relevant to their interest, background, and specific needs geared realistically to their capabilities so that there might be possibilities for them to experience success and thus interrupt the pattern of constant failure and feelings of worthlessness.

4. They need small group and/or individual attention, instruction and counseling to give support and encouragement which might counteract those attitudes in the home environment which impede cultural, social and educational aspirations.

5. They need experiences and instruction with a wide variety of innovative materials, equipment and techniques to stimulate and hold their interest and to furnish motivation for academic achievement.

6. They need concentrated effort to develop those social attitudes deemed necessary to function properly and fully in today's society along with an emotional climate which will help them develop more positive feelings about themselves.

II. Project Planning

A. Eligible Attendance Areas.

1. All elementary schools designated target area schools according to

BEST COPY AVAILABLE

BEST COPY AVAILABLE

data shown in Basic Data page 1 item 5 were included in the program.

2. This project will provide a relatively higher concentration of services to project students in the highest priority schools in the following manner:

Those schools exhibiting the highest incidence of need have been given priority in assigning teachers and scheduling classes. Additional teachers have been added in those area. Boone-Hawthorne has Title I programs in grades one through six. Charleston and Garfield Schools have three teachers each. The two schools with the lowest incidence of need, Irving and Fairhome have one teacher each. These teachers work with first and second grade level children.

B. Planning effect involving other agencies and other Federal programs and the involvement of other Federal programs.

The Title I project continues to enjoy the use of the services of the Home-School counselors in each of the Title I schools. These staff members are employed through the Dependent Pupil Program Fund. They have been of great assistance in making home contacts. They work cooperatively with Title I teachers and parents in attempting to alleviate personal problems.

Breakfast is provided every morning for all target area schools and expanded and remodeled facilities have made it possible to serve a hot lunch daily. This is provided free to children on the ADC lists and at cost to those who can afford to pay. These two programs are funded by the Child Nutrition Act.

The staff of the Bilingual school, (Title VII,) works closely with the Title I teachers in that building so that their combined planning and implementation of the program helps to supplement and enhance this unique departure in teaching.

BEST COPY AVAILABLE

Library books, records and filmstrips are made available through Title II are used extensively in the program. Planning meetings are held with school librarians and library clerks who work with the Title I teachers in finding and furnishing books, pictures and other pertinent materials.

Conferences have been held with the local Head Start director. Information and suggestions were exchanged. Members of the Head Start parent group as well as staff were invited to attend Parent Advisory Council meetings and notices are sent to them each month.

Many parents of Title I children have enrolled in the Title III Adult basic Education program. In a number of cases these parents became aware of the Adult program through their work as volunteers and/or council members in the Title I programs.

A group of interested members of the Lorain Branch of the American Association of University Women has once again assisted in Telebinocular screening tests administered to all Title I children. Children whose preliminary rough screening tests showed the possibility of visual problems were then referred to the school nurses who did more detailed and refined testing. This was followed by further referrals of those children who need further professional attention. A total of 121 children were referred to the nurses for reexamination. Of these 54 were referred to their doctors. To date glasses were prescribed and fitted for 13 children, 6 are undergoing some type of treatment and 14 were found to need no further correction.

Several meetings were held with the Catholic Diocesan Supervisor of Elementary Education so that she and her staff could share and assist in the planning and operation of the program as it affects the Catholic schools.

A number of conferences have been held with representatives of the Welfare Rights Organization, the OEO and Welfare Action Committee. Copies of Title I materials - evaluation, application, budget, etc. were furnished to them.

BEST COPY AVAILABLE

The project has the services of a primary resource teacher from the regular teaching staff and in the past we have been involved with Title III NDEA in the procurement of equipment.

C. Children from Non-Public Schools.

All children residing in qualified attendance areas who are enrolled in non-public schools and meet the selection criteria established in this project receive the same consideration as public school children. After consultation and meeting with the Diocesan supervisor, sister-principal and faculty members concerned at each school the psychometrist goes into the parochial schools and administers the Metropolitan Readiness Test to all first graders. Results of the tests are furnished to the staff and decisions concerning enrollment are made during conferences with the first grade teacher and principal. Classes are then formed and scheduled in accordance with the wishes and convenience of the non-public schools and a Title I teacher is sent to meet with these classes in the non-public schools where possible. In the event that there are not sufficient numbers of children in one school to make up a class, the students from two closely situated schools might be combined into one group.

D. Does not apply.

E. Does not apply.

III. District Wide Parent Advisory Council

A. The district-wide council is made up of 24 members all of whom are parents of children in the Title I program. Replacements have been necessary from time to time because of work schedules or moving from the target areas. These replacements are persons suggested and invited by present members. At all times membership is open to interested parents. All interested citizens are welcome to attend PAC meetings but only parents of participating children are voting members.

All Title I teachers, principals, of Title I schools, the evaluator, the coordinator as well as members of the general staff administration attend some or

BEST COPY AVAILABLE

all of the meetings but are not considered bona-fide members of the group.

B. Announcements were made at Parent-Teacher meetings at the target area schools, and notices were sent to parents of all Title I children concerning the formation of a Parent Advisory Council. All interested parents were encouraged to attend. In addition two parents from each Title I school were specifically asked to attend the organizational meeting so that each school would be represented. The chairman was selected by a written vote of the council members. A co-chairman was elected at the same time. Her duties were to preside at such times as the chairman could not be present and to act as secretary.

C. Eight meetings have been held prior to the time of writing. Two more will take place before the end of the grant period making a total of ten.

Plans have been made again this year for regular monthly meetings. In addition there will be a summer meeting in July when the entire group will repeat the bus trip to all schools in the summer program. They have invited the superientendent, other members of the administrative staff and school board members to accompany them. They will visit classes and will observe the swimming program. A similar trip last summer proved to be a high light and generated much favorable publicity. This experience furnishes an overview of the entire program and will, hopefully, provide a common background for more informed and detailed suggestions for future planning.

D. At each meeting the program consisted of teachers explaining and discussing various materials, procedures and programs. In addition personnel from the various supportive services such as school nurse, psychologist, speech and hearing therapist, etc. talked to the group. Council members were given the opportunity to meet with these people to ask questions, etc. They then discussed the program, made suggestions, criticisms, etc. and made a series of recommendations to be considered in planning the next year's program. Comments concerning evaluation were of necessity subjective but proved

BEST COPY AVAILABLE

pertinent.

Early in the existence of the Council provisions were made for submitting comments to the LEA and the SEA. All members were given the names, addresses, telephone numbers of the state Title I staff so that they could make direct contact if they desired and/or in the event that they felt their comments, advice or suggestions were not being handled to their satisfaction at the local level. All council members will have had an opportunity to see this application before the July meeting so that they can submit comments at that time.

IV. Parent Participation

A. The Parents' Advisory Council was instrumental in setting up building committees made up of the Parents of Title I children. These groups meet at least once a month at which times they observe in the classrooms, then discuss with the teachers the materials, techniques and procedures they have seen. Some have work meetings at which they make games and other materials for home use with their children. After they have become familiar with the various aspects of the program they then discuss with the teachers possible changes, added areas of need, etc. At least two members of each building committee are also a member of the Parent Advisory Council. These members then bring in their building suggestions for the planning of the project.

B. Information will be disseminated through materials presented to the district council, through the council to the building councils, at the meetings and through mailings. The meetings of the Title I teachers with group of parents as well as individual conferences will continue to serve as a means of disseminating information.

The Parent Advisory Council has a calling and mailing committee which is responsible for direct communication with members. The Title I office prepares

BEST COPY AVAILABLE

all printed information - letters, agendas, minutes, etc. at the behest of the chairman. Each member receives a folder containing all pertinent material such as past and current applications, evaluations, budgets as well as any materials received from state and federal resources.

C. Meetings have already been set for next year and the same format will be followed since it has proved successful during this past year. Title I teachers will work with the groups to plan and develop programs tailored to the particular needs of their schools.

D. The procedure decided upon for making response to complaints and suggestions of parents is as follows:

> "Parents often have things to say about their children, the teachers, the program, or the principal but they do not wish to go to the school about it but might feel free to talk to another parent. Council members will receive these comments and then discuss them with the building principal and the teacher. If this does not bring a solution satisfactory to all concerned the members will bring it to the P.A.C. who will then decide on the next step to be taken and can call on any administrative member of the schools or the school board or can write to the State Title I Office for help and advice in resolving the problem."

(This material is taken directly from the minutes of the Parent Advisory Council for the June 16, 1971 meeting.)

V. Objectives

A. The project will be directed toward effecting the following changes in student performance. The student will be expected:

1. To recall the proper sequence of events in stories heard and/or read and to interpret meaning of pictures. This will be measured by one or more of:

   a.) Metropolitan Readiness Tests Forms A & B

   b.) Metropolitan Achievement Tests

   Primary I - Forms F & G
   Word Knowledge
   Reading

   Primary II - Forms F & G
   Reading subtests

BEST COPY AVAILABLE

c.) Pre-Reading Inventory

d.) Primary Reading Profiles Level 1

e.) Book reports

f.) Telling stories to class. Video taping will be used.

2. To recognize, match and identify upper and lower case letters.

Measured by:

a.) Delco Readiness Test

b.) Metropolitan Readiness Tests Forms A & B

3. To be able to demonstrate an increased oral and written vocabulary by means of associating spoken and written words with pictures.

a.) Metropolitan Readiness Tests Forms A & B

b.) Peabody Picture Vocabulary Tests

c.) Open Court Correlated Language Arts

d.) Metropolitan Achievement Tests

Primary I - Forms F & G
Word Knowledge
Reading

Primary II - Forms F & G
Reading subtests

e.) Dailey Language Facility Tests

4. To be able to demonstrate increased oral and written vocabulary by means of oral and written reports, conversation and improved comprehension.

a.) Metropolitan Achievement Tests

Elementary Forms A & B

b.) Gates McGinitie Reading Tests

Forms D-1, D-2, E-1, & E-2

c.) Informal Reading Inventories

BEST COPY AVAILABLE

d.) Book Reports

e.) Dailey Language Facility Tests

5. To be able to make keen auditory and visual discrimination of rhymes; initial, final and medial sounds; long and short vowels; to identify and recognize identical sounds and words and to demonstrate use of these word and sound analysis skills in reading.

a.) Delco Readiness Tests

b.) Metropolitan Achievement Tests - all levels
subtests - Word Discrimination, Word Knowledge & Reading

c.) Primary Reading Profiles Level I

d.) Pre-Reading Inventory

e.) Sullivan Placement Tests - Books 1-21

6. To be able, when confronted with an unfamiliar word to apply word analysis and structural analysis in decoding.

a.) Metropolitan Achievement - all levels
all word analysis subtests

b.) Primary Reading Profiles

c.) Gates McGinitie Reading Tests
Forms D-1, D-2, E-1, & E-2

d.) Slosson Oral Reading Test

7. To be able to demonstrate an increasing development of comprehension skills such as - Interpretation, Understanding Sequence, Understanding Inferences, Using Context Clues, Using Word Order as Clues

a.) Metropolitan Achievement Tests - all levels
all reading subtests

b.) Primary Reading Profiles Level 1

c.) Gates McGinitie Reading Tests
Forms D-1, D-2, E-1, & E-2

BEST COPY AVAILABLE

d.) Gilmore Oral Reading Tests

e.) Book Reports

f.) Dramatizations, puppet shows, retelling stories

8. To demonstrate an awareness of punctuation marks and their relationship to oral and written language.

a.) Metropolitan Achievement Tests

Elementary Forms A & B
Language subtest Part B
Intermediate Forms A & B
Language subtest Part B

9. To show ability to work independently, to know how and where to find necessary information and to use collected information.

a.) Metropolitan Achievement Tests

Intermediate Forms A & B, Language Study Skills

b.) Reports to class, written, oral on tape and on videotape

10. To demonstrate an increasing interest in and appreciation for printed materials for subject matter and for recreation.

a.) Library circulation records

b.) Teacher observation

c.) Reports

11. To exhibit improved attitudes and behavior.

a.) Attendance records

b.) Attitude and Behavior Check Lists

VI. Procedures

A. General Project Plan.

1. Description of students.

The project's main concern will be with the young disadvantaged children with language disabilities. Their background of experiences has been so limited or so different from what is necessary for the verbal demands made by our schools

BEST COPY AVAILABLE

that they soon experience failure and develop a pattern of frustration and defeat early in their school lives. They tend to start school unprepared and to drop farther and farther behind unless given the kind of assistance, understanding and motivation that Title I attempts to supply.

We will be working then with children whose ages range from six to thirteen with the greatest concentration in grades one and two. There will be three classes of third graders and one each of fourth, fifth and sixth. Since their greatest weakness is in the Language Arts areas the program will be geared to this need.

2. Operating Mechanics

The project will be a continuation of previous Title I projects with enrichment teachers meeting with groups of no more than six children at a time for 30 minute sessions each day of the school session to work with the children in a Language Enrichment program except for the fourth, fifth and sixth grade classes at Boone-Hawthorne. These groups will be using the High Intensity Learning Center which necessitates some variation in procedure. These three teachers will each meet twelve students at a time for a 30 minute period daily in the Center. With the assistance of a teacher aide each teacher will work individually with the children. Those children who show need for additional help will then be scheduled for a second period with the teacher in her classroom. Thus these three teachers will still be meeting 8 classes totaling forty-eight children per day with children evincing greater need receiving more intensive attention.

Each teacher will meet 8 such groups per day making a total teacher load of 48 children. There will be an enrichment (Title I) teacher for first grade level at all the elementary target area schools. There will also be Title I classes for the second grade level at all qualified elementary schools and three schools will have one teacher each at the third grade level.

The school exhibiting greatest need will have three additional Title I teachers, extending the program through the sixth grade. These classes will be composed mainly of children who were in preceding Title I classes during the current year

BEST COPY AVAILABLE

thus offering them additional reinforcement.

There will be one teacher who will meet with groups of 6 children at a time for 30 minutes at each of the non-public schools in qualified attendance areas providing there are enough children who exhibit need and meet the qualifying criteria. It will be the responsibility of the non-public school to furnish space, but equipment, materials and supplies will come from the Title I project. Travel time must be allowed thus calling for some flexibility in the number of schools which can be serviced in one day. In all probability there will be six classes per day making a total of 36 children served per day.

After the children are identified the Title I coordinator and psychometrist will interpret the results and work with the building principals, classroom teachers and Title I teachers in establishing a class schedule that coincides with sound school policy.

The enrichment teachers will work in cooperation with the regular classroom teachers at all participating schools, public and non-public. At each building they will arange for time to be spend with classroom teachers for feedback, to exchange ideas, to discuss specific problems of children involved. The greater portion of the enrichment teacher's tome will be spend working with the small groups of six children at a time situated in a designated classroom elsewhere in the school. She will use as many special instructional techniques and materials as possible. Field trips will be used extensively to provide a common background of experiences on which to base language development.

All Title I materials and equipment are kept permanently in the Title I rooms for the use of these classes.

The arrangement of schedules will be flexible to permit teachers a wide range of activities including opportunities to participate in in-service activities, work-shops, field trips, video-taping, parental participation, individual counseling and demonstrations for regular classroom teachers and Parent

BEST COPY AVAILABLE

Organizations.

Thirty minutes will be devoted to each class on a daily schedule and will by and large, serve the same boys and girls for the duration of the year. Children will be phased out of the program only when the classroom teacher and the enrichment teacher, using test findings, as well as subjective judgment both feel that enough progress has been achieved so that the child can successfully compete with his peers on an equitable basis. Students will be added as conditions warrant, i.e. new entrants, over-estimated ability. No new entrant will be considered unless there is room for him in the program through another child leaving and he can meet individual eligibility criteria.

3. Diagnostic Tests

A variety of diagnostic tests will be used to determine the individual needs of the students. First grade teachers use parts of the Pre-Reading Inventory for diagnosis, the Delco Readiness Test and the Delco Check Lists. They may use the Harrison Stroud tests and all make use of check lists and inventories which they develop and which accompany the different reading series they use with the various groups. The other teachers have access to and use as the need arises, the portions of the Metropolitan Achievement Tests - such as word knowledge, word analysis, comprehension, etc. which help diagnose individual needs, the Gilmore, the Gates McGinitie, the Murphy Durrell and the Primary Profiles.

Teachers involved with the High Intensity Learning Center will utilize the many diagnostic tests built into the system.

B. Selection Criteria

1. The specific criteria used to determine which students will be selected to participate are:

a.) First Grade

Those children scoring letter grades D or E on the Metropolitan Readiness Test

BEST COPY AVAILABLE

b.) Second Grade

Those children who have been enrolled in first grade Title I classes and whose test scores in the Pre-Reading Inventory or other standardized tests show a deficit of 5 months or more shall be eligible.

New second grade pupils scoring in the lowest 3 stanines of the California Short Form Mental Maturity Test administered to all second grade children.

c.) Third Grade

Children who have been enrolled in the second grade classes and whose test scores are still 6 months or more below grade level are automatically eligible in the third grade program.

Those children scoring one or more years below grade level on the most recently administered group achievement test may be considered eligible for new enrollment in the program.

d.) Fourth, Fifth and Sixth Grades

Children who have been enrolled in the preceding Title I classes at some past grade and who show continued need through scoring one or more years below grade level in the Language Arts area in the most recently administered group test such as the Iowa Test of Basic Skills.

C. Staff

1. Staff positions fully and/or partially paid by Title I funds
2. Number assigned to each position
3. Job description of each position

Enrichment Teachers - 19 full time, fully paid by Title I funds

These teachers will work 38 weeks, plus 24 hours extended time for in-service training, orientation and evaluation. Tasks assigned them will be:

To provide small group instruction in language arts.

BEST COPY AVAILABLE

To develop appropriate teaching materials including video tapes.

To inspect and try new materials and techniques on an experimental basis with a view to using them not only in Title I classes but to demonstrate and explain to regular classroom teachers.

To utilize diagnostic as well as achievement tests and their results so that there can be prescriptive instruction for individual children with specific problems.

To attend in-service activities and visit other systems for observation.

To plan and carry out numerous field trips.

To provide opportunities for home visitation, parent meetings and conferences and to work constructively with parent volunteers in the actual classroom operation as well as in planning.

To work with the building Parent's Committee and the P.A.C.

To confer and work with the building principal, various resource personnel and regular classroom teachers in matters relating to the children in the Title I program.

To keep accurate records of attendance, test scores, progress reports and any other pertinent information about the students in their groups.

Supervisor - 1 paid 4/5 by Title I funds and 1/5 by DPP funds

The supervisor will work 42 weeks. Her duties will be to:

Coordinate facilities and services of project

Cooperate with the other administrative staff members in all matters directly associated with the program

Participate in videotape programming

Instruct and advise project staff

Organization of the Program

Set up procedures for developing curriculum

Develop parent education program

Visit classrooms and assume responsibility for supervision of project

Provide teaching materials

Develop guides and related materials

Provide in-service training for staff

Participate in Parents' Advisory Council Meetings

BEST COPY AVAILABLE

Duties for 1/5 time paid by DPPF:

To supervise remedial reading teachers (four) in DPPF program in the upper elementary and Junior High. This program is designed to complement the Title I program - to carry through and extend the educational benefits developed in Title I.

Writer and Evaluator - 1 half time paid by Title I, half paid by DPPF

He will work 42 weeks. His duties will be to cooperate with supervisor in all matters directly associated with the program

Provide, distribute and schedule tests

Assume responsibilities related to all aspects of evaluation

Maintain and submit records of all testing and observations conducted during the course of the program

Direct the administration of group tests

Serve as financial coordinator

Be responsible for all records and reports

Develop and write project after consultation with all groups concerned

Coordinate evaluation of project

Duties during 1/2 time paid by DPPF - Director of DPPF

a. Supervising DPPF project

b. Providing materials

c. Keeping all pertinent records

d. Developing and writing application for DPPF project

e. Responsibility for writing evaluation of project

f. Responsible for financial reocrds and reports

One retired staff member to be called upon only occasionally when needed to be paid from Title I funds at the prevailing hourly rate. Duties might be:

Conducting in-service training for teachers in the use and interpretation of various tests

Administering tests to qualified students in Title I area parochial schools on the same basis as in the public schools

BEST COPY AVAILABLE

Time cards will be kept and time recorded for the three aforementioned part-time staff members. In the case of the supervisor and the writer-evaluator plans are for the supervisor to spend four days per week with Title I, one day with DPP. The writer-evaluator will spend one half day in each program.

Secretary - 1 full time (12 month)

Type all necessary reports, correspondence and project data

Maintain filing system

Cooperate with staff personnel in all secretarial services

Provide duplicating service for staff

Receive and route communications

Teacher Aide - 1 full time

There will be one teacher aide who will work in the High Intensity Learning Center. She will work 30 hours per week for 38 weeks. Her duties will be to:

1. Assist the certificated teachers with materials in the Center
2. Keeping materials and equipment in order
3. Assisting students in finding and use of materials
4. Maintaining necessary files and records

D. In-service Training

In-service training for the staff carried out by specialists and teaching staff has always formed an integral phase of the Title I project and will continue to do so in the current year. Funds budgeted in this area will be used for travel expenses, registration, etc. at workshops and conferences. Any fees necessary for consultants would also come from this fund.

1. Aide - There will be no formal in-service training session for the aide since there is just the one person. She will be given on the job training by the teachers and the supervisor with whom she will work. She may attend any regularly scheduled staff meetings when it is felt that this would be of value to her and to the program.

BEST COPY AVAILABLE

2. Teachers - A one day workshop before the beginning of the school year. There will be an overview of the year's program, opportunities for inspection and orientation with new materials and equipment. There will also be several publishing company consultants to demonstrate and explain the use of their materials.

a.) There will be a workshop conducted by a specialist in the reading and/or language field.

b.) In-service meetings conducted by consultants from several publishing companies who have new materials that might be used in the program. These consultants will explain and demonstrate their materials.

c.) Released time for visits to other school systems engaged in Title I programs in order to see new ideas, materials and techniques.

d.) Released time for attendance at relevant meetings, conferences and workshops conducted by neighboring colleges, professional organizations such as IRA, Early Childhood Association, etc.

e.) Staff meetings at two week intervals at which there will be time to share ideas, to prepare creative instructional materials, to plan new programs and to evaluate past activites. Services of various resource people in the community will be utilized whenever it is felt that they have a contribution to make. Services of all general staff will be available - home school counselors, supervisors, librarians, resource teachers, nurses, child study psychologists, etc.

E. Equipment, Supplies, Materials and Special Facilities:

Spaces in the identified area schools were converted for small group instruction during the FY1966 project. The areas were refurnished so that adequate equipment, lighting, ventilation and heating could be provided. The same areas have remained in use except in the case of Charleston school where a larger more adequate room was exchanged for the original one. As additional

BEST COPY AVAILABLE

classes were added the LEA made classrooms available at no cost to Title I.

Materials and supplies will include audio-visual devices, high quality filmstrips, films and tapes, pre-recorded phonics tapes, prepared transparencies and videotape. These will be used to expand experiences to help build vocabulary and to upgrade reading readiness. They make it possible to individualize instruction in many ways.

Printed materials include the Peabody Kits, (Holt Rinehart) Reading Readiness, (Allyn-Bacon) Introduction to Reading, (EBF) Alphy Materials, (Follett) I Want to Learn, Teaching English as a Second Language, Introducing English. A large number of reading series different from the one adopted by the LEA as its basic series (Ginn 360) are made available to the Title I teachers so that they may choose the ones they feel best answer the needs of individuals and/or different groups. Among these are the Allyn and Bacon Series, American Book, Readon Publishing, Encyclopedia Britannica Series, Miami Linguistics, Lippincott Reading Series, Open Court, McGraw Hill Sullivan Programmed Reading Series, SRA Reading Labs, Scholastic Individualized Reading Kits, Treasure Chest, Classroom Library Packets, Creative Reading (Harper & Row) Jimminy Crickets Packets, Readers' Digest pamphlets and school editions. There are also large number of supplementary books available.

It will be necessary to replace at least one half the record players since they were acquired in 1966 and are no longer usable or repairable. The same holds true for tape recorders.

As noted above a High Intensity Learning Center has been established at Boone-Hawthorne. Many materials on hand were added to those newly purchased so that there is a good variety of materials and equipment available.

BEST COPY AVAILABLE

VII. Evaluation

A. Date Collections

1. Means for collecting data include:

a.) Group tests administered by teachers and reported to psychometrist.

b.) Group tests administered by the psychometrist.

c.) Individual tests administered by the child study office and reported to the psychometrist.

Several methods of evaluation will be employed. Objective standardized tests of general acceptance will be utilized as well as locally constructed subjective and objective instruments, teacher written check lists, observation and case studies. Informal reading inventories, book reports, and other teacher made instruments will be used.

2. & 3. The project will be directed toward effecting the following changes in student performance. The student will be expected:

a.) To recall the proper sequence of events in stories heard and/or read and to interpret meaning of pictures. This will be measured by one or more of:

1.) Metropolitan Readiness Tests Forms A & B

2.) Metropolitan Achievement Tests - Primary I
Reading, Word Knowledge Forms F & G
Primary II
Reading Subtests Forms F & G

3.) Pre-Reading Inventory

4.) Primary Reading Profiles Level I

b.) To recognize, match and identify upper and lower case letters Measured by:

1.) Delco Readiness Test

2.) Metropolitan Readiness Test Forms A & B

BEST COPY AVAILABLE

c.) To be able to demonstrate an increased oral and written vocabulary by means of associating spoken and written words with pictures.

1.) Metropolitan Readiness Test Forms A & B

2.) Peabody Picture Vocabulary Tests

3.) Open Court Correlated Language Arts

4.) Metropolitan Achievement Tests

Primary I - Forms F & G
Word Knowledge
Reading

Primary II - Forms F & G
Reading subtests

5.) Dailey Language Facility Tests

d.) To be able to demonstrate increased oral and written vocabulary by means of oral and written reports, conversation and improved comprehension.

1.) Metropolitan Achievement Tests

Elementary Forms A & B

Reading and Language Subtests

2.) Gates McGinitie Reading Tests

Forms D-1, D-2, E-1, & E-2

Vocabulary and Comprehension Subtests

3.) Dailey Language Facility Tests

e.) To be able to make keen auditory and visual discrimination of rhymes; initial, final and medial sounds; long and short vowels; to identify and recognize identical sounds and words to demonstrate use of these word and sound analysis skills in reading.

1.) Delco Readiness Tests - Word Discrimination Tests

2.) Metropolitan Achievement Tests - all levels

subtests - Word Discrimination, Word Knowledge & Reading

BEST COPY AVAILABLE

3.) Primary Reading Profiles Level I - Any or all subtests

4.) Pre-Reading Inventory

5.) Sullivan Placement Tests - Books 1-21

f.) To be able, when confronted with an unfamiliar word to apply word analysis and structural analysis in decoding.

1.) Metropolitan Achievement - all levels
all word analysis subtests

2.) Primary Reading Profiles - Levels I & II

3.) Gates McGinitie Reading Tests

Forms D-1, D-2, E-1, & E-2

4.) Slosson Oral Reading Test

g.) To be able to demonstrate an increasing development of comprehension skills such as - Interpretation, **Understanding** Sequence, Understanding Inferences, Using Context Clues, Using Word Order as Clues.

1.) Metropolitan Achievement Tests - all levels
all reading subtests

2.) Primary Reading Profiles Level I & II
Reading Comprehension

3.) Gates McGinitie Reading Tests

Forms D-1, D-2, E-1, & E-2 - Comprehension subtest

4.) Gilmore Oral Reading Tests

h.) To demonstrate an awareness of punctuation marks and their relationship to oral and written language.

1.) Metropolitan Achievement Tests - all levels
all language subtests

i.) To show ability to work independently, to know how and where to find necessary information and to use collected information.

1.) Metropolitan Achievement Tests

Intermediate Forms A & B, Language Study Skills

BEST COPY AVAILABLE

j.) To demonstrate an increasing interest in and appreciation for printed materials for subject matter and for recreation.

1.) Library circulation records

2.) Teacher observation

3.) Reports

k.) To exhibit improved attitudes and behavior.

1.) Attendance Records

2.) Attitude and Behavior Check Lists

1.) Standardized Tests available to Staff

1.) Metropolitan Readiness Tests Forms A & B

2.) Metropolitan Achievement Tests

Primary I - Forms F & G

Primary II - Forms A & B, F & G

Elementary - Forms F & G - Reading Language subtests

Intermediate Forms A & B - Reading Language subtests

3.) Gates-McGinitie Reading Tests

Forms D-1, D-2, E-1, & E-2

4.) Stroud Heironymous Primary Reading Profiles - Levels I & II

5.) Sullivan Placement Books - 1-21

6.) McKee Harrison Stroud Pre-Reading Inventory Part I & II

7.) Murphy Durrell Reading Readiness Analysis

8.) Stanford Achievement Tests - Forms J & K

9.) Banham Maturity Level for Reading Readiness Checklist

10.) Slosson Oral Reading Tests

11.) Iowa Tests of Basic Skills - Forms I & II

12.) Delco Readiness Test

13.) Peabody Picture Vocabulary Test

14.) Gilmore Oral Reading Test

15.) Dailey Language Facility Test

BEST COPY AVAILABLE

4. Local Instruments

a.) Kind

Attitudes and Behavior Rating Scale - a list of items relating to attitudes and behavior deemed important to the adjustment of the child to the school and academic environment. This scale was developed by the entire Title I staff after discussion and study of existing instruments. It has been restudied and revised periodically. Informal reading inventories - lists of questions which serve as checks and means of measuring comprehension.

b.) How used

After the children have been in school a sufficient amount of time for the teacher to identify their needs, attitudes and behavior (about 3 weeks), the children are rated on the 10 items on a scale. These ratings are then filed in the psychometrist's office. At the end of the year another form will be filled out for each child without reference to the first, and a comparison will be made to find whether or not there has been any change in these traits.

c.) They are designed to measure changes in the child's behavior and attitudes toward school, his peers and himself.

B. Data

1. Changes in scores

Most tests will be administered on a pre and post basis so that it can be determined whether or not change has taken place (see appendix.) There will be comparison made with children and groups who are not enrolled in Title I classes to determine whether the methods, techniques and materials used in Title I are effective in bringing about more desired change.

Comparison of the child's past record of progress will be made with his present rate. Follow up records of his standing in the regular classroom

BEST COPY AVAILABLE

are obtained through the use of a Title I constructed questionnaire to determine whether or not change consistent with the changes in his test scores has taken place.

2. A record will be kept of the attendance for children in the program so that it can be compared with that of children in the same school classes but not in the program, to determine changes in the attendance patterns.

3. Changes in behavioral patterns will be measured by the use of the attitude and behavior scales, anecdotal records kept by teachers case studies, classroom teacher and parent observations.

C. Evaluation data from the previous year is the subject for study in the Title I staff meetings when developing and planning the next years' program. Test results have shown gains in most areas and where there are noticeable variations plans have been made to strengthen those areas through added and/or new materials and procedures. Expansion and concentration of services have been carried through as a result of study of evaluation data. When it became apparent that children returing to regular classrooms without the support of Title I quickly fell below their previous achievement the decision was made to extend the program where possible. Second grade scores for children who were in the program for their first year also have been consistently higher lending credence to the theory that these children need a longer time in a supportive program.

Many of these (those who exhibit continued need) will eventually have had support and reinforcement throughout their elementary school careers. Plans are being made to follow their records.

Readiness test scores continue to show need for compensatory education for children starting school. Limited experience with the use of the Dailey Language Facility tests emphasizes this conclusion. Consequently the staff has begun discussion and study of the possibilities

BEST COPY AVAILABLE

of extending the program downward. The concept of the pre-first grade came from such study several years ago and was adopted by the LEA so that there are now pre-first classes where need exists.

While scores and related data show small gains in some cases it is felt by the total staff that considering the background, capabilities and past performance of these Title I children, any degree of positive change is of great importance. Under ordinary circumstances and without extra help these are the children who in a year's time not only do not show any gains but instead display negative results.

VIII. Dissemination of Project Finding

Information will be disseminated through several means.

1. Special news bulletin,s pictures and feature articles in the local daily newspaper at the beginning of the year.

2. Meetings at target area schools with parents and Title I teachers to explain and describe the program.

3. Meetings with the Parent Advisory Council and with Building Advisory Councils at which time all available printed information, Local, State and Federal will be distributed to stimulate interest and to assist in planning.

4. Bulletins and reports periodically printed by the Division of Instruction and distributed to principals, supervisors and central administrative staff as well as to members of the board of education.

5. Reports in the LEA bi-monthly publication Curriculum News distributed to all staff.

6. Reports of program, new and unique materials, procedures, field trips, etc. are given at building staff meetings. Results of various tests and implication of these scores for the classroom teachers are also reported.

7. Staff meetings, particularly at the beginning of the year, involving administrative personnel such as principals, supervisors and directors are

BEST COPY AVAILABLE

scheduled rescheduled regularly to spread information about effective practices throughout the school system.

8. Parent conferences, Parent-Teacher Meetings, and Parent Advisory Councils, Parent Building Councils.

9. An attractive bulletin board featuring relevant current events. This is situated in the Curriculum Center which is used by all school personnel.

10. Comprehensive and wide range newspaper coverage will be encouraged throughout the year.

11. Filmstrips and video tapes of the program in operation coupled with an oral presentation to service clubs and Parent Teacher groups.

12. Annual reports of all Title I activities, program and evaluation will be compiled. Copies will be distributed to administrators, staff, parent groups and all those interested.

BEST COPY AVAILABLE

APPENDIX

	TABLE
Iowa Tests of Basic Skills	I
Iowa Tests of Basic Skills	II
Metropolitan Readiness Tests	III
Delco Readiness Test	IV
Delco Reading Readiness Check Lists	V
Metropolitan Readiness	VI
Pre Reading Inventory	VII
Slosson Oral Reading Test	VIII
Primary Reading Profiles	IX
Metropolitan Achievement Test	X
Gates McGinitie	XI
Attitude & Behavior Scales	XII
Telebinocular Test Results	XIII

BEST COPY AVAILABLE

TABLE I
IOWA TESTS OF BASIC SKILLS
THIRD AND FOURTH GRADES

Number and Percentage of Students in the Title I Schools Below Grade Level in the Iowa Tests of Basic Skills Administered in January 1974

BEST COPY AVAILABLE

		VOCABULARY		READING COMPREHENSION		TOTAL LANGUAGE	
THIRD GRADE	TOTAL NUMBER	Number	Percent	Number	Percent	Number	Percent
HAWTHORNE							
BOONE	82	60	73.170	53	64.634	47	57.317
CHARLESTON	108	60	55.555	64	59.259	52	48.148
FAIRHOME	43	21	48.837	24	55.813	29	67.441
GARFIELD	90	57	63.333	62	68.888	57	63.333
IRVING	50	28	56.000	39	78.000	35	70.000
LINCOLN	95	85	89.473	85	89.473	79	83.157
LOWELL	103	61	59.223	65	63.107	54	52.427
TOTALS	571	372	65.148	392	68.651	353	61.821
FOURTH GRADE							
HAWTHORNE							
BOONE	84	58	69.047	56	66.667	62	73.809
CHARLESTON	93	60	64.516	57	61.290	63	67.741
FAIRHOME	60	37	61.667	39	65.000	36	60.000
GARFIELD	101	63	62.376	63	62.376	53	52.475
IRVING	48	34	70.833	28	58.333	27	56.250
LINCOLN	86	81	94.186	76	88.372	79	91.860
LOWELL	105	71	70.034	61	58.095	57	54.286
TOTALS	577	404	70.017	380	65.857	377	65.337

TABLE II
IOWA TESTS OF BASIC SKILLS
SIXTH GRADE

Number and Percentage of Students in the Title I Schools Below Grade Level in the Iowa Tests of Basic Skills Administered in the Sixth Grade in February 1974

SCHOOL	TOTAL NUMBER	VOCABULARY		READING COMPREHENSION		TOTAL LANGUAGE	
		Number	Percent	Number	Percent	Number	Percent
HAWTHORNE BOONE	71	58	81.690	62	87.323	56	78.873
CHARLESTON	38	31	81.578	31	81.578	32	84.210
FAIRHOME	45	32	71.111	34	75.555	36	80.000
GARFIELD	95	73	76.842	71	74.736	68	71.578
IRVING	66	48	72.727	45	68.181	45	68.181
LINCOLN	70	66	94.285	61	87.142	63	90.000
LOWELL	126	100	79.365	94	79.365	82	74.603
TOTALS	511	408	79.843	398	77.886	382	74.755

TABLE III
METROPOLITAN READINESS TESTS
SEPTEMBER 1973 - FIRST GRADE

CITY WIDE TOTALS - LETTER RATINGS

	TOTAL	A's	B's	C's	D's	E's
NUMBER	1225	136	331	433	269	56
PERCENT	100	11.10	27.02	35.35	21.96	4.57

TITLE I SCHOOLS - NUMBER AND PERCENTAGE OF TOTAL LETTER GRADE

SCHOOL	Total Number	% of the City Total	A No.	A %	B No.	B %	C No.	C %	D No.	D %	E No.	E %
HAWTHORNE BOONE	87	7.102	3	2.206	12	3.625	28	6.467	33	12.593	11	12.640
CHARLESTON	103	8.408	5	3.676	21	6.344	35	8.083	27	10.000	15	26.785
FAIRHOME	55	4.490	4	2.941	17	5.136	19	4.388	14	5.185	1	1.786
IRVING	48	3.918	0	0	10	3.021	15	3.464	15	5.556	8	14.286
GARFIELD	104	8.490	8	5.882	30	9.063	34	7.852	30	11.111	2	3.571
LINCOLN	92	7.510	0	0	6	1.813	27	6.236	51	18.889	8	14.286
LOWELL	119	9.470	3	2.206	21	6.344	58	13.394	31	11.480	3	5.357
TOTAL TITLE I SCHOOLS	605	4.939	23	1.692	117	35.347	216	49.884	201	74.721	48	85.714
TOTAL NON-TITLE	620	5.061	113	83.088	214	64.653	217	50.115	68	25.279	8	14.286
TOTAL CITY SCHOOLS	1225		136		331		433		269		56	
PAROCHIAL SCHOOLS	208	14.516	45	24.862	92	21.749	58	11.813	11	3.929	2	3.449
TOTAL PUBLIC SCHOOLS	1225	85.484	136	75.138	331	78.251	433	88.187	269	96.071	56	96.551
TOTAL ALL SCHOOLS	1433		181		423		491		280		58	

A - Superior B - High Normal C - Average D - Low Normal E - Low - Poor Risk

BEST COPY AVAILABLE

BEST COPY AVAILABLE

TABLE IV
DELCO READINESS TEST
PROGNOSIS INDEX AVERAGES
FIRST GRADE
Pre Test - September 1973 --- Post Test - May 1974

SCHOOL	NUMBER	ALPHABET RECOGNITION - NUMBER CORRECT Upper Case			Lower Case			Total Alphabet		
		PRE	POST	CHANGE	PRE	POST	CHANGE	PRE	POST	CHANGE
BOONE	45	12.000	25.400	13.400	9.000	25.000	16.000	21.000	50.567	29.567
CHARLESTON	44	11.318	25.318	14.000	8.000	24.477	16.477	19.500	50.090	30.590
FAIRHOME	22	9.143	24.667	15.524	7.286	23.714	16.428	16.380	48.533	31.952
GARFIELD	45	6.933	24.600	17.767	4.556	23.644	19.088	11.489	48.244	36.755
IRVING	23	10.939	23.562	12.623	8.563	21.940	13.377	20.005	45.500	24.495
LINCOLN	42	11.800	24.846	13.046	8.000	24.410	16.410	19.400	49.795	30.395
LOWELL	47	11.708	25.541	13.833	7.333	24.791	17.458	19.042	50.033	30.991
TOTAL	268	10.549	24.847	14.298	7.534	23.996	16.462	18.116	48.937	30.821
PAROCHIAL	35	12.686	25.857	13.171	9.543	25.514	15.971	22.229	51.371	29.142
GRAND TOTAL	303	10.816	24.973	14.157	7.785	24.186	16.401	18.630	49.241	30.611

Index - 5 - High - Ready for reading
4 - Nearly ready - Limited readiness recommended
3 - Not ready - full first year readiness recommended
2 - Deficient in readiness skills
1 - Deficient in all

TABLE IV (cont'd)
DELCO READINESS TEST
PROGNOSIS INDEX AVERAGES
FIRST GRADE
Pre Test - September 1973 -- Post Test - May 1974

SCHOOL	NUMBER	Visual Motor			Visual Discrimination			Reading Prognosis		
		PRE	POST	CHANGE	PRE	POST	CHANGE	PRE	POST	CHANGE
BOONE	45	2.232	4.347	2.115	2.558	4.209	1.651	2.568	4.205	1.637
CHARLESTON	44	2.320	4.600	2.280	2.500	4.570	2.070	2.480	4.433	1.953
FAIRHOME	22	1.619	4.714	2.095	2.000	4.619	2.619	2.429	4.333	1.904
GARFIELD	45	2.644	4.156	1.492	2.844	3.644	.800	2.889	3.778	.889
IRVING	23	2.844	4.371	1.527	2.900	4.263	1.363	2.526	4.210	1.684
LINCOLN	42	2.878	4.512	1.634	2.756	3.707	0.951	2.817	4.110	1.293
LOWELL	47	1.667	4.833	3.166	2.646	4.833	2.187	2.813	4.750	1.937
TOTAL	268	2.315	4.505	+2.190	2.601	4.264	+1.663	2.646	4.260	+1.614
PAROCHIAL	35	2.857	4.171	1.314	3.057	4.514	1.457	2.886	4.275	1.389
GRAND TOTAL	303	2.383	4.463	+2.080	2.658	4.295	+1.637	2.676	4.262	+1.586

Index - 5 - High - Ready for reading
4 - Nearly ready - Limited readiness recommended
3 - Not ready - Full first year readiness recommended
2 - Deficient in readiness skills
1 - Deficient in all readiness skills

BEST COPY AVAILABLE

TABLE V

DELCO READING READINESS CHECK LISTS

GRADE I

Pre Test - September 1973 -- Post Test - May 1974

SCHOOL	NO.	Physical			Social			Emotional			Psychological			Language		
		Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
BOONE	45	2.535	4.651	2.116	2.186	4.698	2.512	2.349	4.651	2.302	1.628	4.186	2.558	1.535	4.558	3.023
CHARLESTON	44	2.777	4.250	1.473	2.480	4.600	2.120	2.840	4.500	1.660	2.480	4.360	1.880	2.570	4.520	1.950
FAIRHOME	22	1.333	5.000	3.667	1.333	5.000	3.667	1.048	5.000	3.952	1.048	5.000	3.952	1.143	4.905	3.712
GARFIELD	45	1.089	3.199	2.110	1.045	3.379	2.334	1.267	3.444	2.177	1.069	3.822	1.753	1.022	3.689	2.667
IRVING	23	2.391	2.957	.566	2.174	2.870	.696	2.304	3.131	.827	2.300	3.001	.701	2.174	3.011	.837
LINCOLN	42	3.048	4.238	1.190	2.095	4.143	2.148	2.095	4.071	1.976	1.333	3.833	2.500	1.214	3.833	2.619
LOWELL	47	2.021	3.417	1.396	1.833	3.542	1.709	2.292	3.542	1.250	1.979	3.313	1.334	1.521	3.042	1.521
TOTAL	268	2.171	3.959	1.788	1.878	4.033	2.155	2.028	4.049	2.021	1.691	3.931	2.097	1.597	3.937	2.340
PAROCHIAL	35	2.115	3.026	.911	1.971	3.114	1.143	1.743	3.200	1.457	1.829	3.143	1.314	2.228	3.629	1.401
GRAND TOTAL	303	2.164	3.842	1.678	1.889	3.918	2.029	1.992	3.942	1.950	1.708	3.832	2.124	1.676	3.898	2.222

Index - 5 - High - Ready for reading
4 - Nearly ready - Limited readiness recommended
3 - Not ready - full first year readiness recommended
2 - Deficient in readiness skills
1 - Deficient in all

BEST COPY AVAILABLE

TABLE VI
METROPOLITAN READINESS
RAW SCORE AVERAGES
FIRST GRADES

BEST COPY AVAILABLE

Pre Test - September 1973 -- Post Test - May 1974

SCHOOL	NO.	PRE	POST	CHANGE
BOONE	44	33.545	68.067	34.522
CHARLESTON	46	34.195	67.413	33.218
FAIRHOME	22	42.783	80.478	37.695
GARFIELD	47	40.021	69.617	29.596
IRVING	24	30.667	68.000	37.333
LINCOLN	43	36.674	71.093	34.419
LOWELL	45	44.889	83.000	38.111
TOTAL	271	37.539	72.524	34.985
PAROCHIAL TOTAL	34	42.771	80.382	37.611
GRAND TOTAL	305	38.193	73.506	35.313

A - Superior - well prepared for first grade

B - High Normal - good prospects for success

C - Average - likely to succeed

D - Low Normal - likely to have difficulty

E - Low - chances of difficulty high, poor risk

Below 24 - Low
24 - 44 - Low Normal
45 - 63 - Average
64 - 76 - High Normal
76 - Up - Superior

TABLE VII
PRE READING INVENTORY
RAW SCORE AVERAGES
FIRST GRADE

Pre Test - September 1973 --- Post Test - May 1974

SCHOOL	NO	PART I PRE	POST	CHANGE	PART II PRE	POST	CHANGE	TOTAL PRE	POST	CHANGE
BOONE	45	10.711	16.533	5.822	22.500	50.222	27.722	33.341	66.755	33.414
CHARLESTON	46	9.689	18.870	9.181	22.521	55.108	32.587	31.940	73.978	42.038
FAIRHOME	22	8.522	19.261	10.739	14.217	54.826	40.609	22.739	74.087	51.348
GARFIELD	45	10.778	18.652	7.874	22.044	53.136	31.092	32.822	71.788	38.966
IRVING	21	11.110	13.882	2.771	22.294	48.941	26.647	33.941	67.000	33.009
LINCOLN	42	9.439	16.000	6.561	22.171	48.810	26.639	31.609	64.809	33.200
LOWELL	45	11.244	20.956	9.712	24.133	56.600	32.467	35.377	77.556	42.179
TOTAL	266	10.213	17.736	7.523	21.411	52.520	31.109	31.681	70.853	39.172
PAROCHIAL TOTAL	34	12.444	21.353	8.909	25.588	56.617	31.029	38.021	77.971	39.950
GRAND TOTAL	300	10.492	18.188	7.696	21.933	53.007	31.074	32.473	71.493	39.020

Highest Possible Score - Part I - 22
Part II - 58

Critical Score - Part I - 17
Part II - 45

BEST COPY AVAILABLE

TABLE VIII
SLOSSON ORAL READINT TEST
GRADE PLACEMENT AVERAGES
Pre Test - September 1973 -- Post Test - May 1974

BEST COPY AVAILABLE

SCHOOL	GRADE	NO.	PRE	POST	CHANGE
BOONE	3	47	2.006	2.919	+ .913
CHARLESTON	3	41	2.387	3.967	+1.580
GARFIELD	3	43	1.942	3.407	+1.465
TOTAL		131	2.112	3.428	+1.316
BOONE	4	47	3.074	4.162	+1.087
BOONE	5	45	3.827	5.402	+1.575
BOONE	6	46	4.233	6.654	+2.421

GRADE PLACEMENT IN YEARS AND MONTHS

TABLE IX
PRIMARY READING PROFILES
GRADE EQUIVALENTS IN YEARS AND MONTHS

Pre Test - September 1973 -- Post Test - May 1974

SCHOOL	NO.	Test I Aptitude for Reading			Test II Word Recognition			Test III Reading Comprehension			Test IV Composite Reading		
		PRE	POST	CHANGE	PRE	POST	CHANGE	PRE	POST	CHANGE	PRE	POST	CHANGE
2ND GRADES													
Boone	44	1.009	2.428	1.419	1.316	2.542	1.226	1.321	2.405	1.084	1.333	2.544	1.211
Charleston	43	.888	1.883	.995	1.166	2.573	1.407	1.159	2.454	1.295	1.215	2.583	1.368
Fairhome	24	.904	1.940	1.036	1.136	2.944	1.808	1.140	2.864	1.724	1.176	3.004	1.828
Garfield	46	1.443	2.198	.755	1.078	2.051	.973	1.167	2.158	.991	1.207	2.241	1.034
Irving	23	1.190	1.943	.753	1.083	2.633	1.550	1.314	2.581	1.267	1.233	2.624	1.391
Lincoln	46	0.861	1.611	.750	0.813	1.738	.925	1.316	1.316	.500	1.100	1.773	.673
Lowell	45	1.023	1.619	.596	1.198	2.616	1.418	1.152	2.416	1.264	1.255	2.344	1.089
Total	271	1.045	1.946	+0.901	1.113	2.442	+1.329	1.224	2.385	+1.161	1.217	2.445	+1.228
3RD GRADES		PRE	POST	CHANGE	PRE	POST	CHANGE	PRE	POST	CHANGE	PRE	POST	CHANGE
Boone	43	2.290	2.621	.331	1.835	2.764	.829	1.874	2.702	.828	1.876	2.681	.805
Charleston	44	1.843	3.209	1.366	2.114	3.354	1.240	1.863	3.209	1.346	1.993	3.150	1.157
Garfield	43	1.953	2.922	.969	1.907	2.763	.856	1.883	2.946	1.063	1.907	2.976	1.069
Total	130	2.029	2.917	.888	1.952	2.960	1.008	1.873	2.952	1.079	1.925	2.936	1.011

Part I - Aptitude for Reading
Part II - Word Recognition
Part III - Reading Comprehension
Part IV - Composite Reading

TABLE X
METROPOLITAN ACHIEVEMENT TEST
GRADE PLACEMENT AVERAGES
SECOND GRADE

Pre-Test - September 1973 -- Post Test - May 1974

SCHOOL	NO.	WORD KNOWLEDGE			WORD ANALYSIS			READING - TOTAL		
		Pre	Post	Change	Pre	Post	Change	Pre	Post	Change
BOONE	44	1.484	2.830	1.346	1.576	2.393	.817	1.480	2.429	.949
CHARLESTON	46	1.719	3.191	1.472	1.698	2.541	.843	1.645	2.617	.972
FAIRHOME	25	1.580	3.448	1.868	1.496	3.288	1.792	1.528	3.292	1.764
GARFIELD	46	1.580	2.529	0.949	1.495	2.240	0.745	1.588	2.342	0.754
IRVING	23	1.628	3.062	1.434	1.548	2.567	1.019	1.582	2.605	1.023
LINCOLN	45	1.324	1.900	.576	1.298	1.909	.611	1.424	1.909	.485
LOWELL	44	1.718	2.776	1.058	1.625	2.439	.814	1.680	2.498	.818
TOTAL	273	1.576	2.819	+1.243	1.534	2.482	+.948	1.561	2.527	+.966

BEST COPY AVAILABLE
BEST COPY AVAILABLE

TABLE XI

GATES MCGINITIE

GRADE PLACEMENT AVERAGES

Pre Test - September 1973 -- Post Test - May 1974

SCHOOL	GRADE	NUMBER	Vocabulary			Comprehension			Average		
			PRE	POST	CHANGE	PRE	POST	CHANGE	PRE	POST	CHANGE
BOONE HAWTHORNE	4	47	2.870	3.965	1.095	2.513	3.313	.800	2.691	3.639	.948
BOONE HAWTHORNE	5	45	3.777	5.122	1.345	3.211	4.749	1.638	3.494	4.936	1.442
BOONE HAWTHORNE	6	46	4.620	5.593	.973	4.278	5.278	1.000	4.449	5.436	.987

GRADE PLACEMENT IN YEARS AND MONTHS

BEST COPY AVAILABLE

TABLE XII
ATTITUDE & BEHAVIOR SCALE
RAW SCORE AVERAGES

Pre Test - September 1973 -- Post Test - May 1974

SCHOOL	GRADE	NUMBER	PRE	POST	CHANGE
BOONE	1	44	38.395	14.386	-24.009
CHARLESTON	1	45	21.205	11.953	- 9.252
FAIRHOME	1	22	37.750	12.000	-25.750
GARFIELD	1	46	31.812	15.935	-15.877
IRVING	1	23	28.111	22.333	- 5.778
LINCOLN	1	43	25.200	15.075	-10.125
LOWELL	1	43	38.720	18.116	-20.604
TOTAL	1	266	31.599	15.685	-15.914
PAROCHIAL TOTAL	1	34	28.028	16.743	-11.285
GRAND TOTAL	1	300	31.152	15.817	-15.335
BOONE	2	44	35.457	20.489	-14.968
CHARLESTON	2	46	29.404	16.957	-12.447
FAIRHOME	2	24	36.125	12.083	-24.042
GARFIELD	2	44	26.659	14.114	-12.545
IRVING	2	23	23.105	16.619	- 6.486
LINCOLN	2	45	21.466	17.422	- 4.044
LOWELL	2	45	31.488	26.933	- 4.555
TOTAL	2	271	29.100	17.802	-11.298
BOONE	3	46	29.021	25.347	- 3.674
CHARLESTON	3	45	26.733	15.956	-10.777
GARFIELD	3	47	29.687	21.787	- 7.900
TOTAL	3	138	28.480	21.030	- 7.450
BOONE	4	47	26.893	18.000	- 8.893
BOONE	5	45	22.400	18.467	- 3.933
BOONE	6	46	33.108	13.761	-19.347

Higher score denotes higher maladjustment
Munus changes denote improvement in adjustment

Highest possible score - 50
Lowest possible score - 10

TABLE XIII

BEST COPY AVAILABLE

TELEBINOCULAR TEST RESULTS

SCHOOL	GRADE	Number checked by nurse	Number referred to doctor	Number responding	Number prescribed glasses
BOONE-HAWTHORNE	1	6	1	1	1
CHARLESTON	1	5	1	0	0
FAIRHOME	1	6	6	5	2
GARFIELD	1	4	2	2	1
IRVING	1	5	0	0	0
LINCOLN	1	8	1	0	0
LOWELL	1	6	1	0	0
FIRST GRADE TOTALS		40	12	8	4
BOONE-HAWTHORNE	2	5	2	0	0
CHARLESTON	2	6	3	2	2
FAIRHOME	2	6	5	3	2
GARFIELD	2	6	1	0	0
IRVING	2	6	3	2	1
LINCOLN	2	9	5	0	0
LOWELL	2	5	1	0	0
SECOND GRADE TOTALS		43	20	7	5
BOONE-HAWTHORNE	3	11	9	4	3
CHARLESTON	3	5	2	0	0
GARFIELD	3	7	1	0	0
THIRD GRADE TOTALS		23	12	4	3
BOONE-HAWTHORNE	4	5	2	0	0
BOONE-HAWTHORNE	5	4	6	1	1
BOONE-HAWTHORNE	6	6	2	0	0
ALL GRADE TOTALS		121	54	20	13

Telebinocular tests were administered to all Title I participants